

EDUCATION OF LAW ENFORCEMENT OFFICERS IN TEXAS

BY

LANA BIGGERSTAFF

PREPARED FOR

THE GRADUATE MANAGEMENT INSTITUTE

TEXAS COMMISSION ON LAW ENFORCEMENT
OFFICER STANDARDS AND EDUCATION

JULY 1992



TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	x
TABLE OF CONTENTS.....	xi
INTRODUCTION.....	1
BASIC LAW ENFORCEMENT TRAINING	
I. EARLY TRAINING EFFORTS.....	2
II. CURRENT TRAINING ISSUES.....	4
III. EDUCATIONAL ISSUES.....	7
IV. TRAINING FOR TEXAS PEACE OFFICERS.....	8
V. TRAINING THE TRAINERS.....	12
VI. PROBLEMS IN TEXAS BASIC TRAINING.....	14
IN-SERVICE LAW ENFORCEMENT TRAINING	
I. GENERAL IN-SERVICE TRAINING.....	15
II. TEXAS IN-SERVICE TRAINING.....	16
INTERVIEW RESULTS.....	21
PROPOSED ENHANCED TRAINING METHODS	
I. TRAINING STANDARDS.....	27
II. MONITORING TRAINING.....	29
III. NEW TRAINING CONCEPTS.....	29
IV. TRAINING FOR TRAINERS.....	32
V. RECOMMENDATIONS.....	33
VI. MAJOR GOALS FOR LAW ENFORCEMENT.....	35
BIBLIOGRAPHY.....	37
INTERVIEWS.....	40

ACKNOWLEDGEMENTS

There were many persons instrumental in helping make this paper possible. To each of the law enforcement administrators who graciously agreed to be interviewed, the various TCLEOSE employees who put up with my many questions and telephone calls, to my family that kept things going in my absence, and my employers that encouraged me forward in every undertaking, I can only say thank you for your time, indulgence, and patience in making this paper possible.

INTRODUCTION

Although the State of Texas has made tremendous strides in the area of education of officers over the past 20 years, there are still areas of concern that have not been addressed. These areas of concern are the focus of this paper. A brief review of the process of education to date, as well as current changes being made are included to give the overall picture of training as it is now known.

The purpose of this paper is to provide input from the field personnel about the educational process in law enforcement. Included are suggestions for enhancing training objectives, and methods to achieve those objectives. Both basic training and in-service law enforcement training requirements are addressed.

BASIC LAW ENFORCEMENT TRAINING

EARLY TRAINING EFFORTS

Maintaining order and social control of the masses in a free society has evolved from internal religious and family controls to control by outside agencies. The most common of these agencies has been various types of law enforcement. Although family and religious controls are governed by an informal set of rules within those structures, social control by the police has no set of informal, and at times, no set of formal rules.

In the early years of policing, the rank and file was based on military structure, and control by those with money and power. During the early 19th century, the political patronage and control dictated the types of enforcement that occurred and who did or did not go to jail for law breaking. (Inciardi). As society became more diversified, and policing became more demanding, the need for training, other than strictly military, became apparent. During the 1940's and 1950's, the organization of police training advanced, but again, mainly in crime fighting rather than public service roles. (Gains)

Although the necessity for competent training emerged more and more, by 1965, only 20 colleges offered criminal

justice training. During the period of 1940-1965, the role of formal academies arose. In the 27 years since, almost all states have colleges that offer this training. (Waldron)

The main themes that emerged during these years of progression were two-fold. The first was the fact that in order to be able to better train the police, administration needed to stay out of politics, and officers needed education in the area of ethics. (Samaha) Having political pressures often led to budget cuts in the area of educational funds, and ethics were never a required part of the basic police training curriculum.

Even after some states adopted strict training guidelines, many recruits would complete the training, be placed in a patrol car with a training officer only to be told by that officer to forget everything he/she had learned in the academy, because the training officer would tell him/her everything he/she needed to know about the "real world". (Senna) Since many, if not most, of the new recruits were influenced by their training officers, and older officers, this led to further conflict of "book learning" vs. "street smarts".

During this time of transition, although some states made progress in adopting training regulations, the entry level educational requirements were still based only on a high school diploma. Only about 10% of agencies nation wide required college hours, and that number has not significantly changed. (Adler)

CURRENT TRAINING ISSUES

A significant problem that police face is that although officers may receive adequate initial training, the role conflicts they face daily are often hard to train for. By the time training guidelines are in place, changes in society demand different things than those the officer was trained to handle. (Galliher)

After the "rookie" is placed in a patrol vehicle alone, he/she is expected to perform the duties required competently. Although he/she may no longer have a training partner, the other officers on the same shift will often intervene and tell the rookie to forget everything in the books, and let them tell you how it really is on the street. This may serve to further confuse the new officer as this is the same attitude the training officer exhibited. (Roberg)

Many times, attempts to professionalize departments and implement new training procedures came only after scandals and law suits awarding large damages were lost by departments. The real issues seemed to be the same ones of the past; training versus rules and regulations. Proponents of professionalism felt that professionalism came with better training and education, and even though the dissenters might agree, money was usually not allocated for education in department. (Inciardi)

A different perspective during this "push" for education was seen in the smaller agencies. The administrators (if they could be considered that) stated that in rural areas, education from books was unnecessary, but more important was the education on "who" you knew. If you knew who to get along with in these small areas, everything would be okay, no matter how uneducated you were.

In the United States today, with the possible exception of the State Police forces and Federal agencies, most departments still will accept a high school diploma, or even a GED, as an acceptable entry level of education for officers. (Cox) Texas, being a southwestern state, has been one of the states slow to change and accept the concept that education was compatible with action and physical skill.

Even though we now have in place the entry level training guidelines, many officers complain of a similar problem. They are trained to shoot guns and make arrests, but have no "social work" background. They are typically having to deal with situations that they were never trained to deal with. (Cole)

Another common complaint about basic training is that the expectations of the job may be taught, but the practice is very different. (Barlow) Academics may also at times teach officers the "us" against "them" theory. This often encourages the officer to overlook the fact that he/she is also a member of "them" as each person is an integral part of society.

In basic training, the focus is often on use of force, weapon use, and arrests. A real enhancement to any law enforcement training program is the role of the officer as a community relations service person. (Coffey) This community relations role helps blend the officer with the community and may lend to better relations between the law enforcement profession and the public.

Throughout the process of becoming a very diversified society, emerging roles of members of that society have required that an officer be ready to deal with a wide range of ethnic or racially different persons. (Bartollas) In many cases, eliminating past racial and brutality complaints comes only through better training and education of the police.

Professionalization of the police requires that there be set objectives, lengthy training, demand for trustworthiness, and a higher goal for altruistic purposes. This may be better achieved through direct links to pay. (Sheley) Some incentives can be provided through payment for different levels of certification or education achieved.

EDUCATIONAL ISSUES

In departments that require some level of college, assessing the college trained officers may be hard to measure because standards to measure effectiveness are opposite to result expectations of the officer. (Territo) Social work and law enforcement may be combined and a college education may provide that officer with a different social perspective that those officers that have no social work training.

Levels of education may also be directly linked to the size of departments. All State Police agencies, and almost all local agencies with more than 135 or more sworn personnel require high school plus some level of college. (Reid) Most smaller departments do not.

In Texas, the basic entry level police officer recruit is still not required to have any college training. Only departmental requirements may encourage the recruit to seek this training. (TCLEOSE) A recruit leaving a 400 hour basic training academy who has no college hours may be barred from applying with a department that does have college requirements.

TRAINING FOR TEXAS PEACE OFFICERS

The basic peace officer curriculum for Texas is comprehensive but often repetitive in some areas while it totally overlooks other areas. Although there is no formal set of hour adoptions to most parts of the training manual, it is made extremely clear that the firing range should take at least 10% to 12% of the entire training sequence. The problem with that is the diversity of the clientele. Some recruits have rarely handled a weapon while others have a military background and are very proficient with a weapon. The firing range master obviously has to make adjustments

for this as well as the new regulations of being able to train with both revolvers and semi-automatic weapons.

Another weak area of training is in radio procedures. Although the basic manual has guidelines for proper telephone usage, and the emphasis for minimal use of radio traffic, the only basic requirement is to learn the 10-code and phonetic alphabet. The most common complaint from graduates from some academies is the lack of adequate radio techniques.

Where in the basic manual does it say that a recruit has to be able to write effectively? Although there is a common expectation that if a person is a high school graduate and can pass many tests throughout the training course, he/she will be able to effectively express himself/herself on paper. Report writing techniques and suggestions are made in the manual, but many academies and even TCLEOSE uses the multiple choice method of testing that may in fact be multiple guess. Some persons are inherently good test takers, and others are not. Even the state certification exam is multiple choice. (although this may change in the near future) Basing a person's ability after spending 10 weeks or 30 college hours of training on one multiple choice test is unfair. It may eliminate those who have really good officer potential, while allowing other not

so good cadets to slide through. If a person spends 10 weeks in an academy, or takes 30 college hours to get the certification, maybe the academies or colleges are better to determine if the person should pass or not instead of a computerized, randomly selected, multiple choice test instrument.

If, during the initial training process, a recruit is required to write on many occasions, he/she may acquire the needed skills to be a proficient report writer. Since most academy trainers have law-enforcement backgrounds, it might even be wise to bring in an English instructor to grade some of the reports that are done in order to make constructive suggestions on writing improvement, or teach remedial courses for those who need it.

Although one may search through the basic manual thoroughly, finding the in-depth training on police ethics may be hard to find. The manual touches lightly on the police role in community relations, but never gets to the definition of ethical standards. The most important real problems that face police are rarely mentioned in basic training. How to get along with the public should include how to get along with you spouse or other family members.

Police have high risks of divorce, alcoholism, drug use, and problems with their children, just to mention a few.

Any officer should be able to communicate first with his/her family. There needs to be an orientation for police families about the unusual demands on an officer. If it were available, a police psychiatrist could work with families to help acquaint them with the demands of the job. Although a person may work the 3-11 shift, he/she may not be home until 2:00am when an emergency occurs. Sometime a simple phone call would be nice, but at times this might not be feasible. Letting your spouse or family know this BEFORE you start the job might eliminate many problems later on. We often stress proactive police work, but proactive home work might be just as important.

Along those same lines, recruits need to be taught that although you will be dealing with many persons that are classified as "low-life" the general population is not that way. Leaving the job at the door of the precinct or jail is often the toughest part of the police role, but one for which we are least trained. This may lead to being extra hard on your children as you know what the "real" world is like.

Another area that is completely left out of police training is moral standards. Although TCLEOSE requires that you be of good moral character as one of the initial rules of licensing, who sets those standards? A judge was once overheard saying that the minute you pin a badge on a person, it causes their zipper to go down, may not be such an untrue statement. Officers need to be taught that unusual opportunities may arise that he/she must deal with, and how to properly handle those situations. If an officer is to be a role model for their community, this training needs to be included so that can occur.

TRAINING THE TRAINERS

In basic police training, who are the trainers? Of course, the majority are from a police background. Although having previous officers as trainers is good in the aspect of believability, it may at times, lend itself to the "good old boy" standard of training. This type of person may train the recruit according to manual standards, but may incorporate a little of the "real world" commentary. One thing that encourages this is the fact that everything that is taught from the manual is also reinforced by always remembering departmental guidelines as first. Many departmental guidelines are outdated and rarely enforced, leaving the recruit in a state of dilemma. For example, the

manual may say that ties will be worn at all escorts, but the new officer sees that this is not done consistently, so he/she may not do so, and then may be "written up" for not having one on, when other officers are not.

Having at least one trainer in the basic academy that has training in areas other than only police work would be helpful. At least a person that could come in and view the training being conducted from time to time would be useful. This might lend itself to constructive commentary that would help the police trainer to be more effective and maybe have less "tunnel vision" about training.

PROBLEMS IN TEXAS BASIC TRAINING

The basic training guide issued by TCLEOSE is supposed to be a comprehensive training tool. Although this is partially accomplished, there are areas of concern. The basic manual is made for the 400 hour basic academy, yet TCLEOSE will accept as an alternative, the 30 college hour tract in its place. The manual for both types of training is the same. Herein lies the problem. The manual is not organized for the 30 college hour program. The divisions of training objectives are out of sequence, and often do not make sense. For example, in the Fundamentals of Criminal Law class, only a small section of the Texas Penal Code is

covered. Then the rest of the Penal Code is picked up in the Texas Peace Officer Law class. It might be more useful to make the Fundamentals of Criminal Law class ALL Penal Code. Students are trucking along through the Penal Code, and then told to stop reading that book, as it will be covered later in the Texas Peace Officer Law class. Many times, this may mean a semester or more later, and it doesn't make sense not to cover the Penal Code all at once.

Another example is in the Texas Peace Officer Law class, the Uniform Traffic Act is taught, but the student has to wait until the Texas Peace Officer Skills class to learn the seven-step violator contact. Again, it might be better served to teach the Uniform Traffic Act and the seven-step violator contact in the same course, so the student could immediately put into action the laws he/she has just learned instead of having to wait one or two semesters to do so.

These are just a few examples, but there are several throughout the basic manual. Although the organization of the basic manual may be perfect for the 400 hour academy, it does not make sense for the 30 college hour training program.

IN-SERVICE LAW ENFORCEMENT TRAINING

GENERAL IN-SERVICE TRAINING

Enhancing the education of officers after the completion of the Basic Academy is a very controversial issue. Some states mandate in-service training after an officer completes probation. A few departments even encourage the officers to take the in-service training in behavioral science training in order to help them better understand society. (Wrobleski)

Departments in the United States typically complain that they cannot afford to continue training officers, but in reality, they really cannot afford NOT to train. (Schultz) Many times the weakest part of the department is in the area of continued training because of the work load and demands that departments experience. This coupled with monetary constraints often deter in-service training efforts.

A different perspective on in-service training needs to be considered. Failure to train can cost departments large sums of money when the department loses cases because of failure to train. (del Carmen) The types of training also need to be reviewed because the adequacy of the training needs to be directly related to the task officers are required to perform.

For the few progressive departments that do encourage training after the Basic Academy, monetary incentives are often coupled with the training requirements. An example of this is offering interest free loans to officers that continue their training.

Studies of several departments that do offer educational incentives found that in many cases, the officer's job performance and satisfaction were directly related to the educational opportunities they were afforded. (Seigel)

TEXAS IN-SERVICE

More specifically, in Texas, officers are required to attend 40 hours of in-service training every two years. (TCLEOSE Rules and Regulations) Although this attempt to encourage officers to continue their education may be applauded, a closer look reveals problems with this arbitrary rule.

Taking the TCLEOSE rule in parts to analyze the problem may be helpful to work toward a solution. First, the 40 hour requirement does not state that any particular type of training be conducted, with the exception of "some" child

abuse training. The Commission needs to define "some". Many departments are interpreting this as the 24 hour child abuse training required for the Intermediate Certificate for officers entering the police profession after January 1, 1987. Other departments feel that "some" could be a 2 hour session incorporated into another part of training, such as the legal updates section. Other departments readily admit that they have no idea what "some" means.

Secondly, if a department really follows the 40 hour guideline, the choice of types of training is left entirely up to the officer. Given a choice, most officers opt for the fun classes such as SWAT training, etc., instead of more practical classes in much more needed training such as report writing. For small departments, sending most of their officers to hostage negotiation training, or even SWAT training is really not very applicable. Some of those are the same departments that continually have cases thrown out of court because of poor investigative techniques or inadequate reporting. Many officers do not want to spend time in what they feel will be a "dull" classroom instruction based class. Officers much prefer the training that will allow them to shoot their guns and provide further information on how to use legitimate force against the general population.

Another stumbling block to continued education is the obvious one of lack of funds. When budgets are written, administrators typically include obvious items such as new patrol vehicles along with pages of justification about why that item is needed, but often the training budget is overlooked or omitted entirely. Training is often looked upon as a luxury, not a necessity, even though the State agency with control of licensing says it will be done, it is not. Training for many departments has not been encouraged or even mandated by department policy. Usually, the required training or specificity of training changes only after an unfortunate incident or lawsuit. Like so many other aspects of police work, this area is reactive rather than proactive.

An interesting question raised by some departments is the one of what will the Commission really do if the department fails to train. The Commission has said that it would monitor the departments, and if a department was found to be in non-compliance, the department would be warned, then if the violation was not corrected, the department head would be fined. In reality, this is not occurring. On TCLEOSE's own admission, it is unable to monitor but just a few departments at a time, and the reality of ever monitoring all departments in Texas is remote. Since the

administrators know this, they are reluctant at times to send their officers to training when the department is so constrained on manpower.

There are some officers in departments that want to take further in-service training, but the department will not support them. Even when the officer offers to pay for the training himself/herself, the department will not allow the time off to be taken to take the training.

Even though in-service training in blocks is usually the typical manner of continued training, there are also college programs that offer further training as well. Most colleges now have criminal justice training. Many officers seek out a continued education, and want training other than those law related classes. Officers see the increasing need for social and psychological training. Computer classes are extremely helpful to officers. For those officers who desire this continued enhancement, few are offered incentives to do so. Due to rotating shifts, officers are unable to attend classes on a regular basis. Some officers are ridiculed openly by fellow officers and even administrators because they have the desire to become "educated idiots." When an administrator condones this

harassment, how can the street officer be blamed for a negative attitude toward education?

The inception of LETN, the Law Enforcement Training Network, was supposed to help departments defer costs for training and assist them in getting their officers the in-service training required. Many officers say this is a joke. They are told to come in and look at a two hour taped segment, and then take a test. In many cases, the officers readily admit that they sleep through the tape, and are given the answers to the tests by the person responsible for the training. Of course, they do receive the required hours of training in this manner, so the departments and the Commission are happy.

At times it is very difficult to change attitudes in the rank and file when the attitudes at the top stay in an antiquated mode. Many administrators still pass on their beliefs that "street smarts" are all an officer needs to survive. While this may be a very integral part of surviving as an officer, it must be coupled with the "book" part in order to survive monetarily. An officer can withstand an occasional reprimand in his/her file, but a \$30,000. loss in a lawsuit may be a little harder to withstand.

INTERVIEW RESULTS

Due to time constraints, a very non-scientific survey was conducted using 10 street level officers and 10 administrators. These were selected at random from the state of Texas, using 3 administrators and officers from large departments, 3 administrators and officers from medium departments, and 4 administrators and officers from small departments. The reason 4 were taken from small departments is due to most of the departments in Texas being smaller departments.

Using a similar instrument to that which colleges use to evaluate its instructors, "yes" and "no" responses were requested to a short list of questions. At the end of the interview, the administrator or officer was allowed to make any additional comments he/she desired. The list of questions are as follows:

1. Do you feel initial recruits are adequately trained when exiting the academy?
2. Do you feel Texas should have a minimum number of hours of in-service training required to maintain a peace officer license. If yes, how many?

3. Does your department encourage in-service training?
4. Should departments require any college hours to be an officer with a department? If yes, how many?
5. Should departments offer incentive pay for college hours completed, or advanced levels of certification?
6. Given that money and manpower may always pose a problem with allowing additional training, what other major problems face continued education for officers?

The results of the questions are as follows:

1. Adequate training for recruits:

Administrators : Yes - 80% No - 20%

Officers : Yes - 60% No - 40%

2. Minimum hours of in-service:

Administrators : Yes - 70% No - 30%

Officers : Yes - 100% No - 0%

3. Does department encourage in-service training:

Administrators : Yes - 80% No - 20%

Officers : Yes - 30 % No - 70%

4. Should college be a requirement:

Administrators : Yes - 50% No - 50%

Officers : Yes - 60% No - 40%

5. Should there be incentive pay for continued education:

Administrators : Yes - 80% No - 20%

Officers : Yes - 100% No - 0%

Additional comments and responses to questions about number of hours of in-service, number of required college hours, and problems facing training are listed below:

Recruits are weak in the areas of proper radio procedures, following up on paperwork, inadequate paperwork, confusion about what courts to file what cases in, very lacking in proper family violence techniques and follow-up, ethical issues, and stress related job hazards.

Almost all positive responses to the number of hours of in-service required was 40 per year. Of course those that responded negatively felt that there should not be a number of required hours, and officers should go if they wanted to, but not forced to go if they didn't.

Most of the officers that felt the department did not encourage in-service or college training also expressed the concern about being ridiculed at times for college attendance, and having to explain why he/she was taking vacation time to go to in-service training. Some indicated

that if the "boss" knew he/she was going to go to in-service training while on vacation, the vacation time was denied.

The departments that responded positively to having college as a requirement for employment were those that did have that currently in place. The negative answers were from departments that currently do not require college.

Having incentive pay seemed to be popular with almost all of the respondents. Most felt that this encouraged officers to better himself/herself, even if he/she had to do it on his/her own time.

Many of the administrators expressed concern about the types of training their officers wanted. Again the question of attending "fun" training like SWAT or Baton Techniques won out over Report Writing or Family Law Training. Most of the administrators felt almost all of their officers could use improvement on writing skills.

One of the fears expressed by several of the officer respondents was that the Commission was going to pull his/her license if he/she was in violation of the current 40 hour per 24 month in-service training rule. There seemed to

be some confusion about the fact that the department would be held liable instead of the individual officer.

Several of the administrators expressed a dislike for the Commission, and did not believe that their department would ever be audited on the training requirements. A typical comment made more than once was "TCLEOSE wants to make all the rules, but what do they really do for our department? Their only job is to interfere in our business. I'll believe they are going to check the records when I see it." Another comment was that whenever a call for assistance was made to the Commission, no one ever had an answer. They felt the Commissions record keeping abilities were minimal.

One of the departments that was intended for interview was not included in the survey because of the administrator's extreme views. His first response to education was (quoted exactly as stated) "I don't give a damn about education. The most important thing to me is that my man has street smarts that I can teach him. I don't hire wetbacks, women, or niggers, and as long as you keep that kind out, everything else runs okay." Although it would be nice to believe that this is only one person's view in Texas, there may be some, if not many others, like him. At

least he was honest and forthright in his comments, and others may feel that way, but feel hesitant to say so.

There were other general comments made that are important to know, but not really important enough to list individually. Most of these were specific ideas for types of training, and related matters.

PROPOSED ENHANCED TRAINING METHODS

TRAINING STANDARDS

Change is typically hard for most persons. Keeping this in mind, change can be done gradually, with light doses of moderation over a period of time until the desired results can be achieved. This certainly does not mean that all persons will respond favorably to the changes, but hopefully those with an open mind and the desire to excel will at least consider the changes with an open mind.

Starting with TCLEOSE, a continued effort for a minimum of 30 hours of college for entry level officers should be required. Instead of the arbitrary 30 hours of anything, TCLEOSE should mandate that at least 3 hours of Sociology, Psychology, or Minority education be included. A minimum of 3 hours in practical computer application should be the second mandated class. At least 3 hours of English composition should be required. Of 30 hours, this is only guiding 9 hours, so this will still leave the officer 21 other hours of choice. For many officers, this is just a starting point in the educational process, and the 9 hours of required curriculum set by TCLEOSE are required for almost any degree if the person decides to further his/her education. Therefore; the Commission would really be

helping the student to achieve two goals: meeting the TCLEOSE requirements, and having 9 hours of education that would apply to almost any degree.

In-service training should be at least 40 hours per year. Instead of having abstract rules like "some" child abuse, the Commission should be able to respond to changes in our society, and require minimum training in family violence and legal updates. Legal updates should be mandated at least every two years due to legislative changes that directly impact every officer. As demands and problems arise, TCLEOSE should allow for diversity in training to meet the needs of a dynamic society. This might be achieved by simply saying, 40 hours of in-service per year, at least 8 hours of legal updates on years following legislative sessions, and training that is directly related to job duties. That way, an average street officer that responds to all types of calls would not have 40 hours every year in terroristic activities or other non-duty related training, and the officer that has been recently assigned to civil process would attend civil process schooling.

MONITORING IN-SERVICE TRAINING

TCLEOSE should also really monitor departments to see if required training is actually being conducted. For some departments that currently use LETN, this is being done haphazardly at best. Asking the administrators about required training might not be as useful as asking officers to respond to questions anonymously. Then, TCLEOSE should actually follow through with sanctions on departments that are still in violation after being warned. This would tend to get the attention of city councils and commissioner's courts. This might help the departments to get funds from the councils or commissioner's courts as well as have them ask questions about the competency of the administrators of these departments.

NEW TRAINING CONCEPTS

•The Basic Training manual needs work. Every police educational program should include in its required curriculum a thorough consideration of the value choices and ethical dilemmas of police work. (Myren) In accordance with this, ethics training needs to be stressed in the training in Texas. Almost all police recruits are the same upon leaving the academy. Every officer wants to arrest everyone, write everybody tickets, and change the world.

reality check needs to happen before the recruit hits the street. Simple examples might jog the officer's memory and have them recall that there were in fact times that he/she was speeding that he/she only received a warning, and warnings are acceptable. Public relations and realizing that the public is the most important part of the job needs to be stressed extensively.

While the recruit or seasoned officer is receiving training, it would be good to include a look into the diverse backgrounds of the persons he/she will be serving. If the officer will be serving different ethnic populations, it would be wise for him/her to understand that some mannerisms are inherent to some segments of the population, and that person doesn't mean not to fit in, he/she just may have different standards than the officer. It is human nature to judge others by ourselves, but officers must realize that not everyone is alike.

More training in civil law is needed. So many officers cannot explain the difference between restraining orders, protective orders, and peace bonds. This is just one example. Actually having the trainee fill out different paperwork, as well as go through the motion of following up the filing of complaints would be useful. Covering that

information in the book is fine, but putting it into action may be quite different.

An entire section needs to be added on the internal problems that officers face. Although these are mentioned slightly at the present time, there is not enough elaboration on that topic. The problems within the police personality of alcoholism, divorce, drug abuse, and family relationships should be extensively examined. Being armed with useful information prior to an officer experiencing these problems might help eliminate some of them. Each officer should be trained to communicate effectively within his/her own family structure to relate his/her desires for the police career, and likewise, the family should be able to express their concerns. Often, people enter the police profession without asking or considering other's feelings. This is not to say they should be dominated by those fears, but rather be able to discuss them and find a workable solution.

The Basic Manual dances around the importance of having a healthy body by inserting things such as "well-groomed, neatly combed hair, and clean uniforms". Having a healthy body is important. Looking good to represent your department is also important. Having a healthy mind may be

more important than either of the first two. If a person is not capable of handling and dealing with extremely stressful situations, and being able to leave the job at the office, this can cause health problems as well as family discord. Using more practical exercises with pressure might help. This would also help in teaching proper radio procedures. Many officers are capable of handling routine traffic on the radio, but when in a chase, or other desperate situation, the entire radio protocol is often forgotten.

TRAINING THE TRAINERS

One of the most important aspects that needs consideration in police training is who is conducting that training. As previously mentioned, very often this is a person that has come up through the ranks, and has only a police background. While this is commendable, and certainly adds to the believability of the instruction, it might also be helpful to have persons with other skills to conduct parts of the training. There even may be instances in which this could be the same person. If all police instructors were required to have training in instructional strategies, the combination of experience and education could certainly benefit the training program.

One way to achieve the improved quality of instructors would be to require professional development activities for them. This might be attained through attendance at professional conference, taking classes in instruction, and other methods that increase knowledge of relating material effectively to students.

TCLEOSE could also enhance this aspect of teaching by visiting all training academies unannounced and sitting in on a class from time to time. This would not be a technique used to criticize the instructor or his/her methods, but to offer constructive suggestions about delivery methods. This might also serve to monitor those few academies that release students early every day instead of providing the full extent of the instruction time.

RECOMMENDATION

All of the suggestions made may have stumbling blocks. Time constraints, manpower shortages, and lengthy travel are just a few of the many obstacles that departments and TCLEOSE face when attempting to improve instruction. At this point, priorities have to be realigned. If we are to expect a better quality of officer on the street, we must be willing to put into action some proactive measures to assure that outcome. Many departments might be more agreeable to change if a representative from the Commission would visit

the department from time to time to explain some of the changes. Many administrators will admit that TCLEOSE is just a voice on the phone like so many other voices in Austin, and there is not much faith placed in a voice. When these persons can shake someone's hand, or at least feel they know someone at the Commission, the entire attitude changes.

If change is to occur, the Commission, the departments, and even the individual officer on the street must make a concentrated effort to effect the change. Department heads must be willing to implement these changes in order for the troops to accept them.

In a society that is ever more suit hungry, departments must take training seriously. The attitude that it will never happen here is fading quickly. Improvement of instruction, better delivery methods, more accountability from trainers, and closer monitoring by TCLEOSE may help achieve the goals that all departments, as well as TCLEOSE, should have set for themselves.

MAJOR GOALS FOR LAW ENFORCEMENT

The following are a few suggestions that may greatly enhance the quality of officers for the future:

1) By 1995, an officer must have 30 college hours before being allowed to apply for a peace officer position.

2) TCLEOSE will monitor every law enforcement agency at least every two years, and hold those agencies in violation of the 40 hour training rule monetarily responsible and reprimanding the agency head.

3) Every law enforcement trainer will continue his/her educational development in instructional strategies by being required to attend conferences or college classes in education yearly.

4) Although an exit test should still be required, the academy training records should have a bearing on an officer receiving his/her license.

5) Officers should have training specifically in stress management, verbal judo, and ethics.

6) Ride along programs should be encouraged to enhance the training experience for recruits.

Rome was not built in a day, and change will not come rapidly. A slow, but sure climb toward excellence could be achieved if every person would view training as an opportunity, not a liability. When this attitude changes, law enforcement will no longer offer jobs to people, but will offer a profession to those that desire more.

BIBLIOGRAPHY

- Adler, Freda, et.al. Criminology. McGraw-Hill Inc., New York, New York. 1991. pp. 393.
- Barlow, Hugh D. Introduction to Criminology. Scott, Foresman, and Company. Glenview, Illinois. 1990. pp. 419-423.
- Bartollas, Clemens and Dinitz, Simon. Introduction to Criminology. Harper and Row. New York, New York. 1989. pp. 399-400.
- Coffey, Alan. Law Enforcement. Prentice Hall. Englewood Cliffs, New Jersey. 1990. pp. 195-228.
- Cole, George F. The American System of Criminal Justice. Brooks/Cole Publishers. Pacific Grove, California. 1989. pp. 196-200
- Cox, Stephen M. and Fitzgerald, Jack D. Police in Community Relations. Wm. C. Brown Publishing. Dubuque, Iowa. 1983. pp. 102-103, 108, 145-148.
- Cox, Stephen M. and Wade, John E. The Criminal Justice Network. Wm. C. Brown Publishing. Dubuque, Iowa. 1989. pp. 113-117.
- del Carmen, Rolando. Civil Liabilities in American Policing. Prentice Hall Inc. Englewood Cliffs, New Jersey. 1991. pp 216-218.
- Gaines, Larry K., et. al. Police Administration. McGraw Hill Inc. New York, New York. 1991. pp. 26, 50.
- Galliher, John F. Criminology. Prentice Hall. Englewood Cliffs, New Jersey. 1989. pp. 186-188.

- Inciardi, James A. Criminal Justice. Harcourt Brace Javanovich Publishers. Orlando, Florida. 1990. pp. 317-319.
- Myren, Richard A. Law and Justice. Brooks/Cole Publishing. Pacific Grove, California. 1988. pp. 148-151.
- Reid, Sue Titus. Crime and Criminology. Holt, Reinhart, and Winston, Inc. Ft. Worth, Texas. 1991. pp. 480, 485-487.
- Roberg, Roy R. and Kuykendall, Jack. Police Organization and Management. Brooks/Cole Publishing. Pacific Grove California. 1990. pp. 246-266.
- Samaha, Joel. Criminal Justice. West Publishing. St. Paul Minnesota. 1988. pp. 153.
- Schmallegger, Frank. Criminal Justice Today. Prentice Hall. Englewood Cliffs, New Jersey. 1991. pp. 170.
- Schultz, Donald O., and Beckman, Erik. Principles of American Law Enforcement and Criminal Justice. Custom Publishing. Sacramento, California. 1987. pp.443-454
- Senna, Joseph J., and Siegel, Larry J. Introduction to Criminal Justice. West Publishing. St. Paul, Minnesota. 1990. pp. 249-256.
- Sheley, Joseph F. Criminology. Wadsworth, Inc. Belmont, California. 1991. pp. 202-204.
- Siegel, Larry J. Criminology. West Publishing. St. Paul, Minnesota. 1989. pp 441.
- Territo, Leonard, et. al. Crime and Justice in America. West Publishing. St. Paul, Minnesota. 1989. pp. 211-217.

Texas Commission on Law Enforcement Standards and Education.
Rules and Guidelines. Austin, Texas. February, 1991.

Waldron, Ronald J. The Criminal Justice System. Harper and
Row. New York, New York. 1989. pp. 439.

Wrobleski, Henry M. and Hess, Karen M. Introduction to Law
Enforcement and Criminal Justice. West Publishing.
St. Paul, Minnesota. 1990. pp. 145-148.

INTERVIEWS

Lloyd Mathews, TCLEOSE, interviewed by Lana Biggerstaff,
May, July, 1991.

Fred Toler, Director, TCLEOSE, interviewed by Lana
Biggerstaff, May, 1991.

Amarillo, Texas, Police Administrator, interviewed by Lana
Biggerstaff, October, 1991.

Beaumont, Texas, Patrol Officer, interviewed by Lana
Biggerstaff, November, 1991.

Breckenridge, Texas, Police Administrator, interviewed by
Lana Biggerstaff, October, 1991.

Corpus Christi, Texas, Patrol Officer, interviewed by Lana
Biggerstaff, November, 1991.

Dallas, Texas, Police Administrator, interviewed by Lana
Biggerstaff, December, 1991.

Delta County Sheriff's Department, Deputy, interviewed by
Lana Biggerstaff, December, 1991.

El Paso, Texas, Police Administrator, interviewed by Lana
Biggerstaff, October, 1991.

Ft. Worth, Texas, Patrol Officer, interviewed by Lana
Biggerstaff, October, 1991.

Hamilton County Sheriff's Department, Deputy, interviewed
by Lana Biggerstaff, December, 1991.

Houston, Texas, Police Administrator, interviewed by Lana
Biggerstaff, December, 1991.

Kaufman County Sheriff Administrator, interviewed by Lana Biggerstaff, November 1991.

Lampassas, Texas, Police Administrator, interviewed by Lana Biggerstaff, December, 1991.

Mexia, Texas, Police Administrator, interviewed by Lana Biggerstaff, November, 1991.

Mt. Pleasant, Texas, Patrol Officer, interviewed by Lana Biggerstaff, October, 1991.

Palestine, Texas, Patrol Officer, interviewed by Lana Biggerstaff, November, 1991.

San Antonio, Texas, Patrol Officer, interviewed by Lana Biggerstaff, December, 1991.

Shelby County Sheriff Administrator, interview by Lana Biggerstaff, October, 1991.

Texarkana, Texas, Police Administrator, interviewed by Lana Biggerstaff, November, 1991.

Waco, Texas, Patrol Officer, interviewed by Lana Biggerstaff December, 1991.

Webb County Sheriff's Department, Deputy, interviewed by Lana Biggerstaff